# Plan Strategic

# Fossil Energy Minority Education Initiative

# Moving into the New Millennium

- Historically Black Colleges and Universities
- Hispanic-serving Institutions
- Tribal Colleges and Universities



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## acronyms

AIHEC: American Indian Higher Education Consortium

AISES: American Indian Science and Engineering Society

AWU: Associated Western Universities

BES: Black Engineering Society

CERT: Council of Energy Resource Tribes

C&PS: Coal and Power Systems

DAS: Deputy Assistant Secretary

DOE: Department of Energy

EM: Environmental Management

FE: Fossil Energy

FETC: Federal Energy Technology Center

HBCU: Historically Black Colleges and Universities

HIP: Hispanic Internship Program

HSI: Hispanic-serving Institutions

MEI: Minority Education Initiative

NAFEO: National Association for Equal Opportunity in Higher

Education

NGPT: Natural Gas and Petroleum Technology

NIEA: National Indian Education Association

NPOSR: Naval Petroleum and Oil Shale Reserves

NPTO: National Petroleum Technology Office

ORISE: Oak Ridge Institute for Science and Education

PR: Petroleum Reserves

SPR: Strategic Petroleum Reserve

TCU: Tribal Colleges and Universities

## introduction

The Nation's minority institutions are a vital national resource; symbol of economic, social, and political growth; source of great pride; and the backbone of minority leadership. These institutions have made significant contributions to our Nation and continue to be of vital importance. They have championed the cause of equal opportunity and quality education and have provided this opportunity to those who were denied it, or could not afford it; assumed leadership in the development of techniques for overcoming handicaps of the educationally disadvantaged; served as custodians of the archives of minority heritage and culture in America: and developed and expanded programs of educational and occupational retraining for minority adults.

The United States Department of Energy (DOE) Office of Fossil Energy (FE) has been dedicated to supporting minority students who are studying in academic disciplines that are related to FE's mission. Through its Headquarters and field offices, the Fossil Energy Office offers summer internship opportunities to students to enhance their knowledge and gain hands-on work experience and encourages them to consider future employment with the Federal government upon graduation. The two internship programs, the Headquarters Fossil Energy Historically Black Colleges and Universities (HBCU) and Hispanic Internship Program (HIP), are administered separately. Both programs share the common goal of advancing the development of human potential, strengthening the capability of minority institutions to provide quality education, and increasing opportunities for students to participate in and benefit from Federal programs.

It is noted that while there are certain features unique to a particular Fossil Energy internship program, there are several others common to both programs. In order to eliminate the redundancies and overlaps and increase the efficiency of the program, the Deputy Assistant Secretaries for Natural Gas and Petroleum Technology (DAS/NGPT), the Petroleum Reserves (DAS/PR), and the Coal and Power Systems (DAS/C&PS) decided to consolidate the two internship programs into one Fossil Energy - inclusive fully integrated program. The new expanded program, Fossil Energy Minority Education Initiative ("Initiative") embodies the positive attributes of the two Fossil Energy internship programs, showcases their strengths and accomplishments, attempts to capitalize on lessons learned in the last few years to develop a new and improved program, establishes a third internship program--the Tribal Colleges and Universities Program, and addresses participation by disabled students--all into one broad-based program that envisions the creation of a model organizational culture at DOE for the new millennium.

## mission

To support the Executive Orders for Historically Black Colleges and Universities, Hispanic Americans, and Tribal Colleges and Universities by providing opportunities for educational enhancement and career development through internships that target minority students in science, math, and engineering curriculums.

## vision: 2005

The Department of Energy Office of Fossil Energy organization will be recognized as a leader in providing educational and career opportunities for minority students.

# situation analysis

#### **Current Situation**

The Fossil Energy internship programs, the Historically Black Colleges and Universities (HBCU) and the Hispanic Internship Program (HIP) were created independently--the HBCU in 1995 and the HIP in 1998. A brief description of these internship programs follows:

Headquarters Fossil Energy HBCU Internship Program: The program began as a two-year pilot project in FY 1995 under a joint partnership among Fossil Energy Offices of Natural Gas and Petroleum Technology, the Naval Petroleum and Oil Shale Reserves, and DOE Office of Human Resources. In 1997, the program was expanded to include the Office of Strategic Petroleum Reserve and during the following year, the Office of Coal and Power Systems joined the program. To date, 71 students from ten HBCU institutions across the U.S. have participated in the program as summer interns--working at ten Federal and industry oil and gas research sites. The program currently operates as an integral part of the Office of Fossil Energy.

The Headquarters HBCU Internship Program differs from other internship programs because it focuses primarily on providing real-world opportunities for interns to enhance their educational and practical experiences while pursuing academic degrees in disciplines such as geology, engineering, chemistry, environmental sciences, business administration, mathematics, and related disciplines. These disciplines are important building blocks for career advancement in the oil and gas industry and are critical to Fossil Energy programs.

Major program goals included:

- Providing opportunities for interns to enhance their educational experiences in disciplines critical to Fossil Energy's mission;
- Providing positive work experience that will enhance interns' perception of the Federal Government and DOE;
- Developing highly skilled graduates who may choose to pursue careers within DOE;
- Providing opportunities for interns to gain professional experience and network in the oil and gas industry and government;
- · Placing interns in workplace positions related to their field of study; and
- Contributing toward achieving DOE's diversity goals.

The Headquarters Fossil Energy HBCU Internship Program requires participating interns to make a 10-week internship commitment for at least one summer. Interns may undertake assignments at either DOE Headquarters located in Washington, D.C., a DOE oil and gas field site, or a national laboratory. The program targets college students entering their junior year, or first year graduate students pursuing a Masters degree. In order to participate in the program, an intern must be a

citizen of the United States and must maintain a minimum grade point average of 2.8 (out of 4.0). Weekly stipends range from \$400 for third and fourth year students to \$550 for graduate students. Other financial compensation include travel costs for one round trip to and from the intern's work site, and a trip to Headquarters for the purpose of giving a technical presentation.

During the first year of the internship program in 1995, six interns from two HBCU institutions with strong geological curriculums (Elizabeth City State University, Elizabeth City, North Carolina and Fort Valley State University, Fort Valley, Georgia) participated in the program. The following year, the intern participation increased more than 100% as 14 interns and two additional schools (Florida A&M State University, Tallahassee, Florida and Southern University and A&M College, New Orleans, Louisiana) participated in the program. Disciplines were expanded to include engineering, chemistry, environmental sciences, mathematics, business, and computer sciences. In 1997, a total of 17 interns from seven HBCUs were sponsored and placed at five Fossil Energy sites. Three universities--Dillard (New Orleans, Louisiana), Langston (Langston, Oklahoma), and Xavier (New Orleans, Louisiana)--joined the program. During 1998, the internship program was expanded to form partnerships with industry on a 50/50 cost-sharing basis. Industry partners included Enron Corporation (Houston, Texas), Texas General Land (Austin, Texas), and Cinergy Corporation (Cincinnati, Ohio). Fifteen interns were sponsored from seven HBCU institutions while Prairie View

A&M University joined the program. Nineteen interns participated in the program in 1999 from eight HBCU institutions. Two new institutions--Alcorn State University (Alcorn, Mississippi), and Bowie State University (Bowie, Maryland) joined the program.

Hispanic Internship Program: The Fossil Energy Hispanic Internship Program (HIP) is a key element of Fossil Energy Headquarters' implementation of DOE's Hispanic Outreach Initiative. Since the program began in 1998, a total of 11 interns have participated--four in 1998 and seven in 1999. The sponsorship for the program is provided by the Fossil Energy Offices of Natural Gas and Petroleum Technology, Petroleum Reserves, and Coal and Power Systems. The 1999 internship program was expanded to include a partnership with the Texas Independent Producers & Royalty Owners Association in Austin, Texas to place one intern with the Association on a 50/50 cost-share basis. The program represents a partnership with the DOE Office of Management and Administration and institutions of higher learning that serve Hispanic students.

Like the Headquarters HBCU Internship Program, HIP is also a 10-week program that offers a unique opportunity for students to improve their technical competitiveness and marketability upon graduation, and apply their knowledge and skills to gain real-world experience at the DOE Headquarters and oil and gas field sites, as well as industry locations.

Key elements of the HIP included:

- Candidates from all colleges and universities across the U.S. are eligible for participation;
- Minimum grade point average requirement is 3.5;
- Interns are required to perform a specific technical assignment;
- Interns report on their assignments at the end of the term as a part of the Fossil Energy Hispanic Internship Technical Forum;
- Interns are required to attend a week of leadership training; and
- · Applicants must be U.S. citizens.

A new element of HIP that was added in 1999 involved the *Hispanic Internship Roundtable*. The roundtable discussions between interns, mentors, coordinators, and other interested parties focussed on the strengths of the current program. Through the HIP Roundtable, Fossil Energy was able to document the success factors of the program and to articulate lessons learned.

The Hispanic Association of DOE has endorsed the Program as an excellent example of the type of program in which the Department should be involved in order to further the goals of the Hispanic Outreach Initiative.

#### **New Program**

Until now, Fossil Energy Headquarters did not have a formal Tribal Colleges and Universities (TCU) Internship Program. However, pursuant

to Executive Order 13021 for Tribal Colleges and Universities, the Initiative is being expanded to include TCU as the third element of the program. As an integral part of the Initiative, the TCU Internship Program will provide opportunities for Native American students to participate in a 10- week summer internship program. Its purpose will be to support participating interns in integrating their academic knowledge with field applications, improving their technical competitiveness, and enhancing their marketability upon graduation.

The goals of the TCU Internship Program will include: forging new frontiers, advancing excellence in education, and diversifying the high-technology oil and gas industry workforce by establishing effective partnerships with TCU institutions.

In the new millennium, the Initiative, which includes all three internship programs, will be beneficial to all involved. It offers a promise of a win-win situation to stakeholders and is potentially beneficial to all participants. For interns, it provides professional experience and opportunities for personal growth, making them more marketable upon graduation. From the perspective of the partnering educational institutions, the program serves to expand the technological expertise of graduates, thereby enhancing their prominence among other academic institutions, Federal managers, and industry. From the standpoint of the industry, it is a financial investment with potential longterm payoffs. The Initiative offers an economic incentive to industry to pave the way for hiring and bringing a diverse workforce into a corporate setting, thereby making the industry eligible to qualify for potential business opportunities with the Federal government. From the Department's perspective, it provides assistance and support for the program mission, the opportunity to develop a more skilled workforce, and contributes toward accomplishing its diversity goals. For the Nation, the Initiative provides a forum for technology transfer and the enhancement of educational training, including research capabilities of HBCUs, HSIs, and TCUs and the students who attend them.

#### **DOE** Position

The Department of Energy is dedicated to creating an atmosphere that is conducive to the expansion of the summer partnership (internship) program to include students from Historically Black Colleges and Universities and Hispanic- and Native American-serving institutions. (Source: DOE, *Strategic Plan for Diversity*, 1994, page 11)

In a Diversity Policy Statement released on September 17,1998, Secretary Richardson said "Diversity is Inclusion--hiring, developing, promoting, and retaining employees of all races, ethnic groups, religions, and ages; people with disabilities. Underrepresented minorities provide a rich, though largely untapped, resource for building the Nation's workforce. Diversity and inclusion are the prerequisites to excellence. Working together will not only benefit the individuals but also the Department and ultimately the Nation."

Reiterating his support for the diversity workforce within FE, Robert Gee, the Assistant Secretary for Fossil Energy on September 9, 1999 said: "--I am committed to ensuring that the Office of Fossil Energy does it's share in achieving a diverse workforce.-- Therefore, I charge each manager to create an atmosphere in his/her office that will fully utilize the talents and capabilities of a diverse workforce."

## Key Stakeholder Considerations

The stakeholders listed below have a stake in the future success of the Initiative. Their needs must be considered in the development of long-term goals and strategies.

- Fossil Energy Headquarters offices
  - Natural Gas and Petroleum Technology
  - Petroleum Reserves
  - Coal and Power Systems
- DOE Office of Economic Impact and Diversity
- DOE Office of Management and Administration
- · DOE Field Sites/Offices
  - Federal Energy Technology Center, Pittsburgh, PA (FETC)
  - National Petroleum Technology Office, Tulsa, OK (NPTO)
- Naval Petroleum and Oil Shale Reserves No. 3, Casper, WY (NPOSR)
- Petroleum Reserves, New Orleans, LA (PR)

- Minority Educational Institutions (HBCUs, HSIs, TCUs)
- Underrepresented minority Students
- National Organizations [e.g., National Association for Equal Opportunity in Higher Education (NAFEO)]
- Energy Industry (e.g., oil, gas, coal)

## Strengths and Weaknesses

The strengths and weaknesses of both Fossil Energy Internship Programs (HBCU, HIP) include the following:

#### Strengths

- Both internship programs are driven by the respective Executive Orders.
- Both programs have DOE and FE institutional support.
- Both programs have strong Secretarial support.

#### Weaknesses

- The internship programs do not have a defined budget.
- · The funding is discretionary.
- Both programs have limited external (industry) recognition and participation

The exhibit shown on the following page summarizes strengths and weaknesses of the two internship programs.

# Key Planning Assumptions

The following assumptions were considered in developing the goals and strategies for the Initiative to meet its full potential:

- The Initiative is a model program that champions the cause of equal opportunity and quality education to underrepresented minority students majoring in science, math, and engineering;
- Each participating Fossil Energy office would determine and provide its share of annual discretionary funding for the program;
- The discretionary funding for the program will not decrease from the current levels over the next five years, except for any unforeseeable reductions in the Fossil Energy budget;
- The minority institutions will assume the role of an active stakeholder in this effort and support the program; and
- Industry would recognize the value of the program, assume the role of an active partner and a key stakeholder.

Exhibit: Headquarters Fossil Energy Inter		
Strengths and Weaknesses	Historically Black Colleges & Universities	
Strengths		
Provides exposure to Federal government work	•	
Provides hands-on experience with equipment	•	
Provides broad exposure to professional / cultural environment	•	
Opens doors to advance educational opportunities	•	
Reinforces a sense of responsibility	•	
Provides a networking environment	•	
Promotes social interactions	•	
Provides opportunity to work with mentors on meaningful assignments	•	
Conveys the feelings of acceptance into a work place environment	•	
Strengthens diversity	•	
	Weaknesses	
Obtaining housing <sup>1</sup>	•	
Accessibility to transportation <sup>2</sup>	•	
Delays by students in committing to the program <sup>3</sup>	•	

- \* Until now, only two internship programs existed within the Office of Fossil Energy: (1) the Headquarters Historically Black Colleges and University Internship Program and (2) the Hispanic Internship Program. This exhibit, therefore, does not include the new program -- the Tribal Colleges and Universities Internship Program.
  - (1) Remote locations of FE work sites and inability to acquire short-term leases
  - (2) Remote locations of FE work sites and unavailability of public transportation
  - (3) Students remain uncommitted in anticipation of confirmation of offers from the industry
  - (4) Keen competition from the industry in offering significantly higher stipends
  - (5) Lack of proper follow-up procedures
  - (6) Primarily due to budgetary constraints
  - (7) Low level of interest due to lack of understanding the roles and responsibilities

# program drivers

The following Executive Orders and associated documents are the drivers for the Initiative:

- Executive Order 12876 of November 1, 1993 for Historically Black Colleges and Universities
- Executive Order 12900 of February 22, 1994 for Educational Excellence For Hispanic Americans
- Executive Order 13021 of October 19,1996 for Tribal Colleges and Universities
- Executive Order 13078 of March 13, 1998 for Increasing Employment of Adults with Disabilities
- Executive Order 13096 of August 6, 1998 for American Indian and Alaska Native Education
- DOE, Strategic Plan: Achieving and Promoting a Workforce that Looks Like America: A Companion to Workforce 21, May 1999
- DOE, Strategic Plan for Diversity, 1994
- DOE, Hispanic Outreach Initiative: Partnering for the Future, 1995
- DOE, American Indian Policy, (DOE Order No. 1230-2), 1992
- DOE Office of Economic Impact and Diversity, *Historically Black Colleges and Universities:*Building Partnerships for the Future, (undated)
- DOE, Fossil Energy Strategic Plan, 1998
- U.S. Department of Education, White House Initiative on Historically Black Colleges and Universities, 1993
- U.S. Congress, Rehabilitational Act of 1973

# criteria

The following are the new set of criteria for the Initiative:

- The Initiative targets participation from HBCUs, HSIs, and TCUs.
- Participation is open to graduate and undergraduate students.
- The minimum grade point average requirement is 2.8 (out of 4.0).
- The Initiative targets major academic disciplines of science, math, and engineering.
- The applicants must be U.S. citizens.

# goals and strategies

#### Goals:

By working more closely with stakeholders, Fossil Energy will strive to accomplish the following goals:

- Develop and facilitate internship opportunities for HBCUs, HSIs, and TCUs students at DOE/ FE sites, industry, and national laboratories;
- Pursue recruiting targets of 35-45 interns for the year 2000, 40-50 for the year 2001, 50-55 for the year 2002, 55-60 for the year 2003, 60-65 for the year 2004, and 65-70 for the year 2005;
- Enhance student marketability upon graduation;
- Create a win-win process by which students can experience and contribute to the organizational workforce by performing significant tasks;
- Promote opportunities for disabled students to participate;
- Develop highly-skilled graduates who may choose to pursue careers within DOE and other governmental agencies; and
- Increase opportunities for HBCUs, HSIs, and TCUs to participate and benefit from Federal programs.

#### Strategies:

In partnership with stakeholders, the Fossil Energy seeks to:

- Sponsor, plan, and host two Industry Roundtables for the New Millennium proposed to be held during FY 2000 in Houston, Texas, and Pittsburgh, Pennsylvania, to engage in a two- way dialogue with industry for sharing mutual benefits of the Initiative;
- Investigate avenues for promoting industry participation at the Industry Roundtables for the New Millennium (e.g., a factsheet highlighting the features of the Initiative and an invitational letter from ASFE to industry stakeholders) in Houston, Texas and Pittsburgh, Pennsylvania, including developing and distributing literature on the Initiative at the upcoming industry forums and professional societies' meetings;
- Investigate avenues for convening a conference with industry stakeholders and students to
  foster networking opportunities. This event will be held in conjunction with the annual technical
  forums at Headquarters;

- Maximize visibility of the Initiative through Fossil Energy Internet Homepage, exhibit booth displays at professional organizations, associations (e.g., NAFEO) and at student associations and career fairs at minority institutions;
- Develop and distribute promotional and advertising material (e.g., brochures, flyers, printed literature) on the Initiative addressing long-term value of the program to the energy industry;
- Encourage former participants to assist in advertising the Initiative;
- Develop and utilize effective and efficient means for the recruitment of interns, including development of new selection criteria for the intern recruitment administrator (e.g., AIHEC, AISES, AWU, BES, CERT, NAFEO, NIEA, ORISE);
- Identify mentors early (preferably by December/January);
- Initiate intern recruitment process early (preferably in the month of September);
- Promote and conduct recruiting of interns at annual math and science-related events;
- Demonstrate to FE program offices how the Initiative may help them carry out their mission; and
- Solicit additional funds in the future from the Fossil Energy program offices involved.

# strategic issues

Strategic issues have been defined to represent the key barriers or obstacles that must be overcome to realize Fossil Energy's vision for the Initiative. These include:

- Insufficient representation of field personnel on the implementation team (suggested representation of one person from every field office);
- Unforeseeable and sudden budget reductions;
- Lack of manpower to implement the program;
- · Lack of consistent funding from program offices;
- Lack of availability of mentors;
- · Lack of challenging projects for interns;
- · Lack of sufficient Fossil Energy sites for placement of interns; and
- Lack of familiarity with Executive Orders 12876, 12900, 13021, and 13078 (please refer to Appendix B).

## measures of success

The success of the effort will be measured by the:

- Full participation and support of involved offices;
- Meeting target intern participation levels for years 2000-2005; and
- Steady increase in the cost-share effort with the industry over the next five years.

## recommendations

The Fossil Energy Minority Education Initiative Working Group makes the following recommendations to the senior Fossil Energy management for implementing the Minority Education Initiative Strategic Plan:

- That the three FE Deputy Assistant Secretaries participating in this Initiative (DAS/NGPT, DAS/PR, DAS/C&PS) appoint representatives to serve on the implementation team.
- That the Working Group be empowered to convene a meeting (date TBD) to discuss strategies
  for developing the Implementation Plan -- the companion document to the Minority Education
  Initiative Strategic Plan. If permitted, the implementation plan will be completed 30 days
  following the Working Group meeting.
- That the implementation team should include at least one FE representative from both the Headquarters and field offices for the Historically Black Colleges and Universities (HBCU), Hispanic Internship Program (HIP), and the Tribal Colleges and Universities (TCU) Program.
- That FE will convene a conference with industry stakeholders and students to foster networking opportunities.
- That the Working Group be empowered to contact and invite the FE oil, gas, and coal industry stakeholders, who have received contractual awards from DOE over the last four years, to the industry roundtables in Houston, Texas and Pittsburgh, Pennsylvania. A key purpose of the industry roundtables, to be held in FY 2000, would be to obtain a written commitment for participation in the Initiative.
- That one or more minority support contractors be selected from the existing pool of contractors for providing support in the intern selection/administration process.
- That a guidance document for the mentors be developed highlighting steps for nurturing close relationships with the interns and identifying challenging assignments.
- That a Working Subgroup be formed to study current weaknesses and shortcomings of the FE internship program and recommend steps for resolving the following:
  - Obtaining housing
  - Accessing transportation
  - Delays by students in committing to the program
- Competition/acceptance from the industry
- Difficulties in tracking after graduation
- Lack of challenging projects
- Lack of availability of mentors
- That the Working Group seeks assurance from the FE senior management to provide support needed to successfully complete this task.

# acknowledgments

The Fossil Energy Minority Education Initiative outlined in this document has been developed through the cooperative efforts of a U.S. Department of Energy (DOE) multi-office working group composed of Headquarters and Field officials; sponsored by Philip Vasquez, Deputy Assistant Secretary, Natural Gas and Petroleum Technology (DAS/NGPT) and co-sponsored by Richard Furiga, Deputy Assistant Secretary for Petroleum Reserves (DAS/PR). The Deputy Assistant Secretary for Coal and Power Systems (DAS/C&PS), George Rudins, also provided guidance and support in developing this document. The Working Group included: Dorothy Fowlkes (Team Leader, FE-6); Marti Thomas (FE-30); Arthur Hartstein (FE-33); Diana Greenhalgh (FE-47); Elena Subia Melchert (FE-32); Faith Cline (FE-20); Julio Maldonado (PRO); Pamela DeRensis (EM-22); Trudy Transtrum (FE-35); Nancy Vargas (FETC); Mike King (NPTO); Derrick Watchman (WT-1); Lynette LeMat (FE-45); and Virginia Weyland (NPTO).

Appendix A: Fossil Energy Minority
Education Initiative Working Group Charter

Appendix B: Executive Orders for the Historically Black Colleges and Universities, Educational Excellence for Hispanic Americans, Tribal Colleges and Universities, and Increasing Employment of Adults with Disabilities

#### HISTORICALLY BLACK COLLEGES AND UNIVERSITIES EXECUTIVE ORDER 12876 OF NOVEMBER 1, 1993

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to increase opportunities to participate in and benefit from Federal programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Board of Advisors on Historically Black Colleges and Universities ("Board of Advisors" or "Board"), a Presidential advisory committee. The Board of Advisors shall issue an annual report to the President on participation by historically Black colleges and universities in federally sponsored programs. The Board of Advisors will also provide advice to the Secretary of Education ("Secretary") and in the annual report to the President on how to increase the private sector role in strengthening historically Black colleges and universities, with particular emphasis on enhancing institutional infrastructure and facilitating planning, development, and the use of new technologies to ensure the goal of long-term viability and enhancement of these institutions. Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2), which is applicable to the Board of Advisors, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Sec. 2. The members of the Board of Advisors shall be appointed by the President. The Board shall include representatives of historically Black colleges and universities, other institutions of higher education, business and financial institutions, private foundations, and secondary education.

Sec. 3. The White House Initiative on Historically Black Colleges and Universities, housed in the Department of Education, shall: (1) provide the staff, resources, and assistance for the Board of Advisors;

(2) assist the Secretary in the role of liaison between the executive branch and historically Black colleges and universities; and (3) serve the Secretary in carrying out his responsibilities under this order.

Sec. 4. To carry out the purposes of this order, each executive department and each agency designated by the Secretary shall, consistent with applicable law, enter into appropriate grants, contracts, or cooperative agreements with historically Black colleges and universities. The head of each agency subject to this order shall establish an annual goal for the amount of funds to be awarded in grants, contracts, or cooperative agreements to historically Black colleges and universities. Consistent with the funds available to the agency, the goal shall be an amount above the actual amount of such awards from the previous fiscal year and shall represent a substantial effort to increase the amounts available to historically Black colleges and universities for grants, contracts, or cooperative agreements. In order to facilitate the attainment of the goals established by this section, the head of each agency subject to this order shall provide technical assistance and information to historically Black colleges and universities regarding the program activities of the agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements.

Sec. 5. Each executive department and designated agency shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to report directly to the department or agency head or designated agency representative on department or agency activity under this order and to serve as liaison to the Board and White House Initiative. To the extent permitted by law and regulation, each executive department and designated agency shall provide appropriate information requested by the Board and the White House Initiative staff pursuant to this order.

Sec. 6. Each executive department and designated agency shall develop an annual plan for, and shall

document, the agency's effort to increase the ability of historically Black colleges and universities to participate in federally sponsored programs. These plans shall describe the measurable objectives for proposed agency actions to fulfill this order and shall be submitted at such time and in such form as the Secretary shall designate. In consultation with participating agencies, the Secretary shall review these plans and develop, with the advice of the Board of Advisors, an integrated Annual Federal Plan for Assistance to Historically Black Colleges and Universities for consideration by the President. The Secretary shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to consideration by the President. Each participating agency shall submit to the Secretary and the Director of the Office of Management and Budget, an Annual Performance Report that shall measure each agency's performance against the objectives set forth in its annual plan. The Director of the Office of Management and Budget shall be responsible for overseeing compliance with the Annual Federal Plan.

Sec. 7. Each year the Board of Advisors shall report to the President on the progress achieved in enhancing the role and capabilities of historically Black colleges and universities, including findings and recommendations on the Annual Performance Reports, described in Section 6, submitted by the participating agencies. The Secretary shall disseminate the annual report to appropriate members of the executive branch and make every effort to ensure that findings of the Board of Advisors are taken into account in the policies and actions of every executive agency.

Sec. 8. The Department of Education, along with other Federal departments or agencies, shall work to encourage the private sector to assist historically Black colleges and universities through increased use of such devices and activities as: (1) private sector matching funds to support increased endowments; (2) private sector task forces for institutions in need of assistance; and (3) private sector expertise to facilitate the development of more effective ways to manage finances, improve information management, strengthen facilities, and improve course offerings. These steps will be taken with the goals of enhancing the career prospects of graduates of historically Black colleges and universities and increasing the

number of such graduates with degrees in science and technology.

Sec. 9. In all its recommendations, the Board of Advisors shall emphasize ways to support the long-term development plans of each historically Black college and university. The Board of Advisors shall recommend alternative sources of faculty talent, particularly in the fields of science and technology, including faculty exchanges and referrals from other institutions of higher education, private sector retirees, Federal employees and retirees, and emeritus faculty members at other institutions of higher education.

Sec. 10. The Board of Advisors, through the White House Initiative, shall provide advice on how historically Black colleges and universities can achieve greater financial security. To the maximum extent possible, the Board of Advisors shall consider how such institutions can enlist the resources and experience of the private sector to achieve such security.

Sec. 11. The Director of the Office of Personnel Management, in consultation with the Secretary and the Secretary of Labor, shall develop a program to improve recruitment and participation of graduates and undergraduate students of historically Black colleges and universities in part-time, summer and permanent positions in the Federal Government.

Sec. 12. Administration: (a) Members of the Board of Advisors shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service, (5 U.S.C. 5701-5707).

- (b) The Board of Advisors and the White House Initiative shall obtain funding for their activities from the Department of Education.
- (c) The Department of Education shall provide such administrative services for the Board as may be required.

Sec. 13. Executive Order No. 12677 of April 28, 1989, is hereby revoked.

William J. Clinton THE WHITE HOUSE November 1, 1993

#### EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS EXECUTIVE ORDER 12900 OF FEBRUARY 22, 1994

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Sec. 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or (c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Sec. 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and other standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; (c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Sec. 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibili-

ties under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State, and local agencies with their consent, and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Sec. 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for management or program administration, to report directly to the agency head on activity under this Executive order and to serve as liaison to the Commission and the Initiative. To the extent permitted by law and to the extent practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating [\*9062] to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means of collecting the data.

Sec. 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans in Federal education programs, and such other aspects of the educational sta-

tus of Hispanic Americans as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving school districts, presidents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For purposes of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Sec. 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and (c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plan also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Sec. 7. The Director of the Office of Personnel Management, in consultation with the Secretary and the Secretary of Labor, to the extent permitted by law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Sec. 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

- Sec. 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707).
- (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education.
- (c) The Department of Education shall provide such administrative services for the Commission as may be required.

Sec. 10. Executive Order No. 12729 is revoked.

William J. Clinton THE WHITE HOUSE February 22, 1994

### TRIBAL COLLEGES AND UNIVERSITIES EXECUTIVE ORDER 13021 OF OCTOBER 19, 1996

By the authority vested in me as President by the Constitution and laws of the United States of America, in reaffirmation of the special relationship of the Federal Government to American Indians and Alaska Natives, and, for the purposes of helping to: (a) ensure that tribal colleges and universities are more fully recognized as accredited institutions, have access to the opportunities afforded other institutions, and have Federal resources committed to them on a continuing basis; (b) establish a mechanism that will increase accessibility of Federal resources for tribal colleges and universities in tribal communities; (c) promote access to high-quality educational opportunity for economically disadvantaged students; (d) promote the preservation and the revitalization of American Indian and Alaska Native languages and cultural traditions; (e) explore innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and (f) support the National Education Goals (20 U.S.C. 5812), it is hereby ordered as follows:

Section 1. Definition of Tribal Colleges and Universities. Tribal colleges and universities ("tribal colleges") are those institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978, (25 U.S.C. 1801 et seq.), and Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. 640a note).

Sec. 2. Board of Advisors. (a) Establishment. There shall be established in the Department of Education a Presidential advisory committee entitled the President's Board of Advisors on Tribal Colleges and Universities ("Board"). Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App.), with respect to the Board, shall be performed by the Secretary of Education ("Secretary"), in accordance with the guidelines and procedures established by the Administrator of General Services.

- (b) Composition. The Board shall consist of not more than 15 Members who shall be appointed by the President. The Board shall include representatives of tribal colleges. The Board may also include representatives of the higher, early childhood, elementary, and secondary education communities; tribal officials; health, business, and financial institutions; private foundations; and such other persons as the President deems appropriate. Members of the Board will serve terms of 2 years and may be reappointed to additional terms. A Member may continue to serve until his or her successor is appointed. In the event a Member fails to serve a full term, an individual appointed to replace that Member will serve the remainder of that term. All terms will expire upon the termination of the Board.
- (c) Role of Board. The Board shall provide advice regarding the progress made by Federal agencies toward fulfilling the purposes and objectives of this order. The Board shall also provide recommendations to the President and the Secretary at least annually on ways tribal colleges can:
- (1) utilize long-term development, endowment building, and master planning to strengthen institutional viability;
- (2) utilize the Federal and private sector to improve financial management and security, obtain private sector funding support, and expand and complement Federal education initiatives;
- (3) develop institutional capacity through the use of new and emerging technologies offered by both the Federal and private sectors;
- (4) enhance physical infrastructure to facilitate more efficient operation and effective recruitment and retention of students and faculty; and
- (5) help achieve National Education Goals and meet other high standards of education accomplishment.
- (d) Scheduled Meetings. The Board shall meet at least annually to provide advice and consultation on tribal colleges and relevant Federal and private sector ac-

tivities, and to transmit reports and present recommendations.

- Sec. 3. Office of White House Initiative. There shall be established in the Department of Education the White House Initiative on Tribal Colleges and Universities ("Initiative"). The Initiative shall be authorized to: (a) provide the staff support for the Board;
- (b) assist the Secretary in the role of liaison between the <u>executive</u> branch and tribal colleges;
- (c) serve the Secretary in carrying out the Secretary's responsibilities under this <u>order</u>; and
- (d) utilize the services, personnel, information, and facilities of other Federal, State, tribal, and local agencies with their consent, and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of the <u>order</u>.
- Sec. 4. Department and Agency Participation. Each participating <u>executive</u> department and agency (hereinafter collectively referred to as "agency"), as determined by the Secretary, shall appoint a senior official, who is a full-time officer of the Federal Government and who is responsible for management or program administration, to serve as liaison to the White House Initiative. The official shall report directly to the agency head, or agency representative, on agency activity under this order and serve as liaison to the White House Initiative. To the extent permitted by law and regulation, each agency shall provide appropriate information in readily available formats requested by the White House Initiative staff pursuant to this order.
- Sec. 5. Five-Year Federal Plan. (a) Content. Each agency shall, in collaboration with tribal colleges, develop and document a Five-Year Plan of the agency's efforts to fulfill the purpose of this order. These Five-Year Plans shall include annual performance indicators and appropriate measurable objectives for the agency. The plans shall address among other relevant issues:
- (1) barriers impeding the access of tribal colleges to funding opportunities and to participation in Federal programs, and ways to eliminate the barriers;

- (2) technical assistance and information that will be made available to tribal colleges regarding the program activities of the agency and the preparation of applications or proposals for grants, cooperative agreements, or contracts; and
- (3) an annual goal for agency funds to be awarded to tribally controlled colleges and universities in:
- (A) grants, cooperative agreements, contracts, and procurement;
- (B) related excess property-type acquisitions under various authorities such as section 923 of the Federal Agriculture Improvement and Reform Act of 1996 (7 U.S.C. 2206a) and the Federal Property and Administrative Services Act of 1949, chapter 288, 63 Stat. 377 (codified as described at 40 U.S.C. 471 note); and
- (C) the transfer of excess and surplus Federal computer equipment under <u>Executive Order 12999</u>.

In developing the Five-Year Plans required by this order, agencies shall strive to include tribal colleges in all aspects and activities related to the attainment of the participation goals described in Executive Order 12928, "Promoting Procurement with Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals, Historically Black Colleges and Universities, and Minority Institutions." The Plans may also emphasize access to high- quality educational opportunity for economically disadvantaged Indian students; the preservation and revitalization of American Indian and Alaska Native languages and cultural traditions; innovative approaches to better link tribal colleges with early childhood, elementary, and secondary education programs; and the National Education Goals.

- (b) Submission. Each agency shall submit its Five-Year Plan to the White House Initiative Office. In consultation with the Board, the White House Initiative Office shall then review these Five-Year Plans and develop an integrated Five-Year Plan for Assistance to Tribal Colleges, which the Secretary shall review and submit to the President. The Five-Year Plan for Assistance to Tribal Colleges may be revised within the 5-year period.
- (c) Annual Performance Reports. Each agency shall submit to the White House Initiative Office an

Annual Performance Report that shall measure each agency's performance against the objectives set forth in its Five-Year Plan. In consultation with the Board, the White House Initiative Office shall review and combine Annual Performance Reports into one annual report, which shall be submitted to the Secretary for review, in consultation with the Office of Management and Budget.

Sec. 6. Private Sector. In cooperation with the Board, the White House Initiative Office shall encourage the private sector to assist tribal colleges through increased use of such strategies as: (a) matching funds to support increased endowments;

- (b) developing expertise and more effective ways to manage finance, improve information systems, build facilities, and improve course offerings; and
- (c) increasing resources for and training of faculty.
- Sec. 7. Termination. The Board shall terminate 2 years after the date of this <u>Executive order</u> unless the Board is renewed by the President prior to the end of that 2-year period.
- Sec. 8. Administration. (a) Compensation. Members of the Board shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in Government service (5 U.S.C. 5701-5707).
- (b) Funding. The Board and the Initiative shall be funded by the Department of Education.
- (c) Administrative Support. The Department of Education shall provide appropriate administrative services and staff support for the Board and the Initiative. With the consent of the Department of Education, other agencies participating in the Initiative shall provide administrative support to the White House Initiative Office consistent with statutory authority and shall make use of section 112 of title 3, United States Code, to detail agency employees to the extent permitted by law. The Board and the White House Initiative Office shall have a core staff and shall be supported at appropriate levels.

William J. Clinton THE WHITE HOUSE October 19, 1996

### INCREASING EMPLOYMENT OF ADULTS WITH DISABILITIES EXECUTIVE ORDER 13078 OF MARCH 13, 1998

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to increase the employment of adults with disabilities to a rate that is as close as possible to the employment rate of the general adult population and to support the goals articulated in the findings and purpose section of the Americans with Disabilities Act of 1990, it is hereby ordered as follows:

- Sec. 1. Establishment of National Task Force on Employment of Adults with Disabilities.
- (a) There is established the "National Task Force on Employment of Adults with Disabilities" ("Task Force"). The Task Force shall comprise the Secretary of Labor, Secretary of Education, Secretary of Veterans Affairs, Secretary of Health and Human Services, Commissioner of Social Security, Secretary of the Treasury, Secretary of Commerce, Secretary of Transportation, Director of the Office of Personnel Management, Administrator of the Small Business Administration, the Chair of the Equal Employment Opportunity Commission, the Chairperson of the National Council on Disability, the Chair of the President's Committee on Employment of People with Disabilities, and such other senior executive branch officials as may be determined by the Chair of the Task Force.
- (b) The Secretary of Labor shall be the Chair of the Task Force; the Chair of the President's Committee on Employment of People with Disabilities shall be the Vice Chair of the Task Force.
- (c) The purpose of the Task Force is to create a coordinated and aggressive national policy to bring adults with disabilities into gainful employment at a rate that is as close as possible to that of the general adult population. The Task Force shall develop and recommend to the President, through the Chair of the Task Force, a coordinated Federal policy to reduce employment barriers for persons with disabilities. Policy recommendations may cover such areas as discrimination, reasonable accommodations, inadequate access to health care, lack of consumer-driven, long-term supports and services, transportation, accessible and integrated housing, telecommunications,

- assistive technology, community services, child care, education, vocational rehabilitation, training services, job retention, on-the-job supports, and economic incentives to work. Specifically, the Task Force shall:
- (1) analyze the existing programs and policies of Task Force member agencies to determine what changes, modifications, and innovations may be necessary to remove barriers to work faced by people with disabilities;
- (2) develop and recommend options to address health insurance coverage as a barrier to employment for people with disabilities;
- (3) subject to the availability of appropriations, analyze State and private disability systems (e.g., workers' compensation, unemployment insurance, private insurance, and State mental health and mental retardation systems) and their effect on Federal programs and employment of adults with disabilities;
- (4) consider statistical and data analysis, cost data, research, and policy studies on public subsidies, employment, employment discrimination, and rates of return-to-work for individuals with disabilities:
- (5) evaluate and, where appropriate, coordinate and collaborate on, research and demonstration priorities of Task Force member agencies related to employment of adults with disabilities;
- (6) evaluate whether Federal studies related to employment and training can, and should, include a statistically significant sample of adults with disabilities;
- (7) subject to the availability of appropriations, analyze youth programs related to employment (e.g., Employment and Training Administration programs, special education, vocational rehabilitation, school-to-work transition, vocational education, and Social Security Administration work incentives and other programs, as may be determined by the Chair and Vice Chair of the Task Force) and the outcomes of those programs for young people with disabilities;

- (8) evaluate whether a single governmental entity or program should be established to provide computer and electronic accommodations for Federal employees with disabilities;
- (9) consult with the President's Committee on Mental Retardation on policies to increase the employment of people with mental retardation and cognitive disabilities; and
- (10) recommend to the President any additional steps that can be taken to advance the employment of adults with disabilities, including legislative proposals, regulatory changes, and program and budget initiatives.
- (d)(1) The members of the Task Force shall make the activities and initiatives set forth in this order a high priority within their respective agencies within the levels provided in the President's budget.
- (2) The Task Force shall issue its first report to the President by November 15, 1998. The Task Force shall issue a report to the President on November 15, 1999, November 15, 2000, and a final report on July 26, 2002, the 10th anniversary of the initial implementation of the employment provisions of the Americans with Disabilities Act of 1990. The reports shall describe the actions taken by, and progress of, each member of the Task Force in carrying out this order. The Task Force shall terminate 30 days after submitting its final report.
- (e) As used herein, an adult with a disability is a person with a physical or mental impairment that substantially limits at least one major life activity.
- Sec. 2. Specific activities by Task Force members and other agencies.
- (a) To ensure that the Federal Government is a model employer of adults with disabilities, by November 15, 1998, the Office of Personnel Management, the Department of Labor, and the Equal Employment Opportunity Commission shall submit to the Task Force a review of Federal Government personnel laws, regulations, and policies and, as appropriate, shall recommend or implement changes necessary to improve Federal employment policy for adults with disabilities. This review shall include personnel practices and actions such as: hiring, promotion, benefits, retirement, workers' compensation,

- retention, accessible facilities, job accommodations, layoffs, and reductions in force.
- (b) The Departments of Justice, Labor, Education, and Health and Human Services shall report to the Task Force by November 15, 1998, on their work with the States and others to ensure that the Personal Responsibility and Work Opportunity Reconciliation Act is carried out in accordance with section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, so that individuals with disabilities and their families can realize the full promise of welfare reform by having an equal opportunity for employment.
- (c) The Departments of Education, Labor, Commerce, and Health and Human Services, the Small Business Administration, and the President's Committee on Employment of People with Disabilities shall work together and report to the Task Force by November 15, 1998, on their work to [\*13113] develop small business and entrepreneurial opportunities for adults with disabilities and strategies for assisting low-income adults, including those with disabilities to create small businesses and micro-enterprises. These same agencies, in consultation with the Committee for Purchase from People Who Are Blind or Severely Disabled, shall assess the impact of the Randolph- Sheppard Act vending program and the Javits-Wagner-O'Day Act on employment and small business opportunities for people with disabilities.
- (d) The Departments of Transportation and Housing and Urban Development shall report to the Task Force by November 15, 1998, on their examination of their programs to see if they can be used to create new work incentives and to remove barriers to work for adults with disabilities.
- (e) The Departments of Justice, Education, and Labor, the Equal Employment Opportunity Commission, and the Social Security Administration shall work together and report to the Task Force by November 15, 1998, on their work to propose remedies to the prevention of people with disabilities from successfully exercising their employment rights under the Americans with Disabilities Act of 1990 because of the receipt of monetary benefits based on their disability and lack of gainful employment.

- (f) The Bureau of Labor Statistics of the Department of Labor and the Census Bureau of the Department of Commerce, in cooperation with the Departments of Education and Health and Human Services, the National Council on Disability, and the President's Committee on Employment of People with Disabilities shall design and implement a statistically reliable and accurate method to measure the employment rate of adults with disabilities as soon as possible, but no later than the date of termination of the Task Force. Data derived from this methodology shall be published on as frequent a basis as possible.
- (g) All executive agencies that are not members of the Task Force shall: (1) coordinate and cooperate with the Task Force; and (2) review their programs and policies to ensure that they are being conducted and delivered in a manner that facilitates and promotes the employment of adults with disabilities. Each agency shall file a report with the Task Force on the results of its review on November 15, 1998.
- Sec. 3. Cooperation. All efforts taken by executive departments and agencies under sections 1 and 2 of this order shall, as appropriate, further partnerships and cooperation with public and private sector employers, organizations that represent people with disabilities, organized labor, veteran service organizations, and State and local governments whenever such partnerships and cooperation are possible and would promote the employment and gainful economic activities of individuals with disabilities.
- Sec. 4. Judicial Review. This order does not create any right or benefit, substantive or procedural, enforceable at law by a party against the United States, its agencies, its officers, or any person.

WILLIAM J. CLINTON THE WHITE HOUSE MARCH 13, 1998